

Utilizing Collaborative Video Projects in Interpreter Training: English-majored Students' Perceptions and Experiences

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Abstract

Based on a number of research papers about language education, student-produced video projects are beneficial and practical to improve language skills outside the classroom. Nevertheless, the use of this method in interpretation courses has yet to be widely studied in the world. Accordingly, the researchers utilized the experimental method in an interpretation course. The course had 40 seniors majoring in English for Tourism, asked to work in groups of four or five to plan and make their own video projects to practice interpreting in real-life contexts. Also, their video projects were graded as mid-term tests according to grading criteria. Quantitative and qualitative approaches were used to explore students' perceptions and experiences of collaborative video projects. At the end of the course, they were invited to fill in surveys to discover their perceptions and what they could improve through this method. Furthermore, 12 of them joined online interviews to share their experiences as well as views of video projects. Based on the findings, most of the participants described collaborative video projects as new and motivating learning experiences helping develop their interpreting skills instead of studying in traditional classrooms. It was suggested that video projects should be used as a new teaching model in interpreter training.

Keywords: interpreter training, interpreting skills, video projects, project-based learning, English-majored students

Introduction

Background of the Study

English is a global language because people use it widely to exchange information, opinions, and knowledge about aspects of life (Crystal, 2003). Additionally, the language is a factor influencing international communication activities (Ahmadi, 2018). In Vietnam, it is compulsory to learn English to help the Vietnamese socialize with English speakers and obtain more new things (Sundkvist & Nguyen, 2020). However, each individual has a different experience of learning English, leading to good or low English proficiency. Limited English proficiency is a language barrier to working or studying in environments demanding the use of

English. Human beings do not share the same language, which is a reality (Şimon & Stoian, 2017). To remedy the problem, interpreters are seen as an effective solution that brings people together in international communication and removes difficulties in terms of linguistics and cultures (Şimon & Stoian, 2017). As a result, English interpretation is an indispensable skill (Dina & Sparingga, 2022), especially for particular fields in business like accounting, trading, marketing, and so on (Dinh, 2022). With the responsibility of connecting everyone together, it is mandatory for interpreters to acquire various special skills and talents (Ma, 2013). To instruct the young generations to be good interpreters, universities organize interpretation courses that range from beginner to expert level. Nevertheless, training is hard due to factors: individual problems, general knowledge, abilities, teaching methods, materials, and curricula (Ho & Phu, 2013).

There are teaching methods for interpretation courses, including an experiential learning model (Wang, 2015), an innovative instructional model like video clip projects and final projects (Ho, 2016), collaborative tasks (Ritella et al., 2019), shadowing techniques (Nguyen et al., 2020), Task-Based Language Teaching (TBLT) (Dinh, 2022), etc. Besides, collaborative tasks are useful and beneficial during students' language learning process (González-Lloret, 2020; Moonma, 2021, Tri et al., 2023). Collaboration is an educational method involving groups of students to solve issues, finish tasks, or make products together (Laal & Ghodsi, 2012). Collaboration builds relationships, encourages understanding, decreases anxiety, establishes self-esteem, and leads to critical thinking (Panitz, 1999). Students working in groups can share many things and learn from other members (Ho, 2016).

Nowadays, technology is popular as it brings benefits and meets educational needs (Pham et al., 2022; Pham et al., 2023). Technology facilitates language education in the learning process inside and outside the classroom (Ahmadi, 2018; Nguyen & Pham, 2022; Tran & Nguyen, 2024). Therefore, there are many language teaching methods with technology use to develop learners' language abilities naturally. With technology support, collaborative activities to practice using the target language (TL) are becoming technology-based. In recent years, video projects have been studied as technological collaborative tasks in classrooms. Video projects can be assignments, homework, or tests that students work in groups to create to practice the TL in real contexts effectively without studying in formal and dull learning environments (Nikitina, 2009; Ting, 2013; Aksel & Gürman-Kahraman, 2014) and boost learners' motivation (Jung, 2021).

Aims of the Study

Traditional methods in interpretation courses like practice via recordings or audio may be boring to train students, so new methods such as video projects are expected to motivate students to practice interpretation. Since few papers study video projects to teach interpreting skills in Vietnam, the researcher used this method in an interpretation course at the Faculty of Foreign Languages at Van Lang University (VLU) to investigate its merits in students' interpreting performance. The researcher aimed to discover English-majored students' perceptions and experiences of collaborative tasks using video projects in interpretation practice. The study was believed to show students' positive changes via their projects compared to traditional methods.

Significance of the Study

Interpreting is one of the toughest skills to teach, so applying appropriate teaching methods is a topic receiving attention in educational contexts. The findings of the study can be a reference for lecturers to grasp students' opinions and experiences regarding using video projects as collaborative tasks for interpreting practice. Collaborative tasks using video projects can be a new teaching model that is more effective and applicable to boost motivation and interpreting skills for students in interpreter training. In addition, lecturers can consider innovative changes in designing lesson plans and teaching methods in interpreter training.

Research Questions

1. What are English-majored students' experiences of collaborative tasks with the use of video projects in interpreter training?
2. What are English-majored students' perceptions of collaborative tasks with the use of video projects in interpreter training?

Literature review

Interpreting skills

Interpreting is an ability when an interpreter translates a message from speakers from the source language (SL) into another language orally (Napier et al., 2005; Pratiwi, 2016). Interpretation is different from translation as the latter conveys a message between written languages (Pöchhacker, 2016). Interpreters help overcome language barriers in intercultural communication (Ma, 2013), decrease errors in message delivery, and improve comprehension (Silva et al., 2016). Interpretation is a cross-cultural and interlingual activity demanding a high level of competence to multitask in cognitive immediateness and operations in transferring and processing data (Wang, 2015). Cultural factors must be interpreted properly (Napier et al., 2005), but interpreting to be suitable for cultures is a challenge (Hale, 2014). To be professional, interpreters must experience training for a long time and have lifelong learning abilities. The process of enhancing interpreting skills is bound to have systematic training, adequate deliberate and authentic practice, and the acquisition of professional interpreting norms and strategies (Wang, 2015). Students need more situated, autonomous, and self-reflective learning. Thus, improving interpreting competence depends on both learners' and lecturers' efforts (Wang, 2015). Interpreters should have abilities, skills, and talents (Şimon & Stoian, 2017):

- to have a wide range of general knowledge including particular areas
- to excel in working languages
- to have technical skills
- to have the ability to work under pressure
- to have the ability to deal with performance anxiety
- to be calm
- to have an excellent memory and a good voice
- to have the ability to reply immediately without thinking
- to be good listeners to comprehend the correct message

- to be good speakers (Gile, 2009; Gillies, 2013)

Interpreters' profile tends to be complex because they must achieve soft and cognitive skills to successfully cope with the interpreting profession's difficulties (Şimon & Stoian, 2017). Regarding the wide diversity of knowledge about specific areas, Treviño and Pizurro (2021) agreed that a career in interpreting is related to a variety of fields.

Interpreters need to be able to transfer from what is said in a language to another language at once without translating word-by-word (Giambruno, 2014). They must comprehend and produce "talk", that is, oral proficiency is required in testing for the profession of interpreting. They are required to be good at both languages, called bilingual proficiency (Napier et al., 2005). Additionally, an interpreter must be equipped with multiple and complex skills such as language knowledge (Giambruno, 2014). Language knowledge is complicated, resting on organizational and pragmatic skills. Interpreters must master grammatical, textual, pragmatic, and functional knowledge and other interactional skills. Therefore, the language knowledge an interpreter has to have is dissimilar to the one obtained in any language course. In terms of language knowledge, Bachman and Palmer (2010) demonstrated areas of language knowledge: (1) Knowledge about the organization including grammar (vocabulary, syntax, phonology or graphology) and texts (cohesion, conversational or rhetorical organization); (2) Knowledge about pragmatics including functions (ideational, manipulative, heuristic, and imaginative functions) and sociolinguistics (genres, dialects/varieties, register, natural or idiomatic expressions, cultural references, and figures of speech). Ma (2013) explored factors and problems affecting the interpretation's quality in dissimilar procedures and focused on the discussion of four types of interpreting skills: listening comprehension skills, decoding skills, recording skills, and re-expressing skills to get over the factors and problems.

Factors affecting interpreting skills

Mastering interpreting skills is the toughest compared with listening, speaking, reading, and writing skills because a good interpreter must excel in foreign and native language knowledge. Students tend to face challenges in their process of learning to interpret. Some studies examined various effects on student and professional interpreters in different contexts across the globe. Hale (2014) reported that interpreters working with people from different cultural backgrounds tend to misunderstand and face challenges in delivering the SL into the TL properly owing to cross-cultural differences containing pragmalinguistic and sociopragmatic differences. Due to these, interpreters are not sure about how to react. It was suggested that clearer protocols and instructions for interpreters working in the legal system should be provided.

Cai et al. (2015) attempted to discover the role of memory skills including working and short-term memory, second language proficiency, and lexical retrieval efficiency in developing consecutive interpreting (CI) competence. Participants were 61 beginner student interpreters learning English for about 10 years and were considered unbalanced Chinese-English bilinguals. The results indicated that second language proficiency could be the most significant predictor of the CI competence's development in unbalanced beginner student interpreters and that perhaps short-term and working memory play dissimilar parts in CI performance.

Pratiwi (2016) explored students' problems and errors in consecutive interpreting from English

to Indonesian. The author used a qualitative approach including analysis, error validation, and interviews in interpretation classes at a university in Bandung with participants majoring in translation and interpreting. The data collection included 6 students' video recording in consecutive interpreting and their interview answers. Students' errors appeared due to problems in the way of interpreting the message, such as nervousness, concentration, time pressure, lack of vocabulary, lack of language proficiency, lack of practice, and environments.

Dina and Sparingga (2022) discovered learners' problems with interpreting English sentences into Indonesian in interpretation courses. Their research was qualitative with 8 students. There existed many difficulties in interpreting English sentences into Indonesian. First, they faced challenges in adjusting a word's meaning with the sentence. Second, they found it hard to look up a word in the dictionary. Third, they lacked vocabulary, practice, and signals. Next, it was tough to read the slide show faster. Finally, they were likely to translate word by word.

Collaborative tasks

In terms of language education, collaborative tasks are effective activities requiring students to use the language meaningfully in real-world contexts (Lima, 2011; Bygate et al., 2013). The instruction in collaborative learning is learner-centered instead of teacher-centered, and knowledge is considered a social effort, supported by peer interaction, assessment, and teamwork (Goren-Bar & Goori, 2005).

There exist innumerable papers about the influences of collaborative tasks on educational contexts. González-Lloret (2020) pinpointed that group tasks can be advantageous if group members participate fairly and have more time to interact, as well as the supply and agreement of feedback. Swain (2001) examined pedagogical approaches using collaborative tasks to improve students' language learning. The method let learners reflect on their language production by trying to create the meaning. Collaborative tasks encouraged learners' output serving to concentrate attention and supplied chances for output to operate as a metalinguistic tool, supporting academic-specific language enhancement. Moreover, students were conscious of gaps in their language knowledge because of trying to express their intended meaning. This made them look for solutions by themselves, supported by Lima (2011). Externalizing their knowledge let them reflect on, revise, and use it. Learners joined collaborative activities actively; the output increased their knowledge and use of the second language. Collaborative tasks led to unforeseen outcomes and helped students learn the content and knowledge during their tasks.

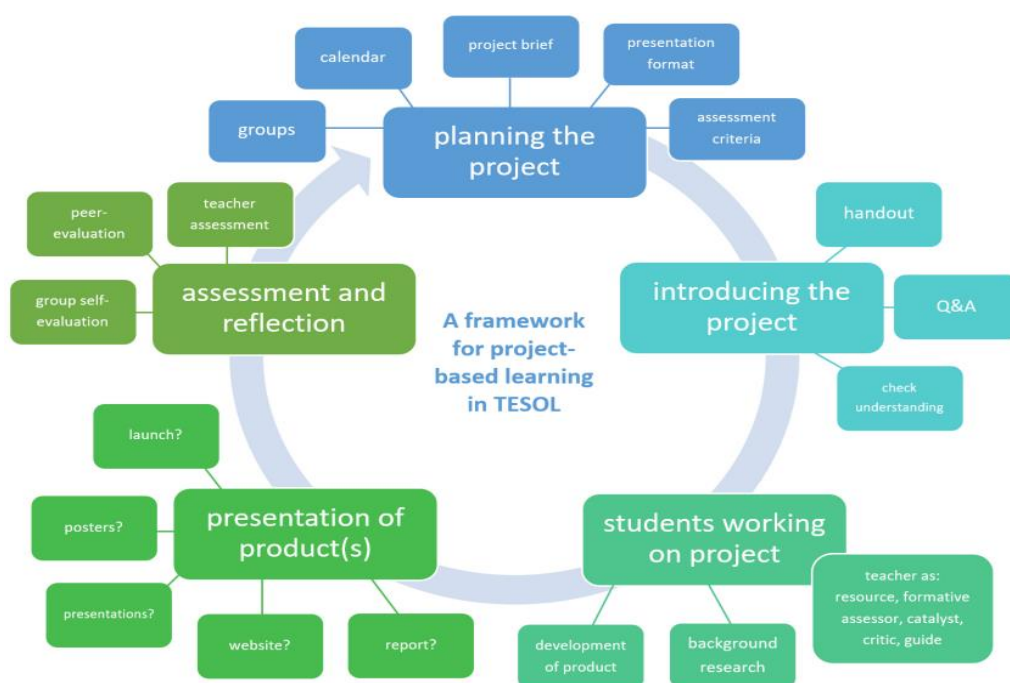
Project-based learning

Regarding collaborative tasks, student projects are collaborative and communicative approaches to help learners create their products and develop their skills, called project-based learning (PBL) (Anderson, 2021). PBL is used to boost students' learning motivation in English classrooms and increase opportunities to use English (Astawa et al., 2017). Anderson (2021) proposed a framework for PBL in Teaching English to Speakers of Other Languages (TESOL) as shown in Figure 2. Firstly, planning is key to the success of students' projects. Choosing members carefully is important; a group can be set up by prioritizing shared interests and similar abilities to make sure that members are challenged and make equal contributions. A group

should not have more than five members. Secondly, the time to create projects has to be planned clearly (how much members can devote to the project and how long it lasts). Thirdly, collaborative project work is required, including two activity sorts such as background research and product development, involving producing something in English. During the process of collaborative work, students are expected to do everything without teachers' support. Besides, teachers can help students answer questions or give solutions to problems. Next, the presentation of the project is conducted in various ways such as oral presentation (with or without PowerPoint and required contributions of each member), written presentations (e.g. submitted article, structured report), online presentations (e.g. blog posts, websites, videos, vlogs), drama presentation, etc. Finally, products are assessed by teacher assessment, peer evaluation, or group self-evaluation based on criteria. PBL provides activities to help English and increase motivation.

Figure 1.

A framework for project-based learning in TESOL (Anderson, 2021)



In the digital age, the integration of technology with language education is popular. One of the technology-based language teaching methods studied across the globe is the application of video projects. The video projects in language classrooms are described as products created by students to practice using the TL in a real context. This method plays a pivotal role in developing learners' language ability as well as boosting their learning motivation.

Nikitina (2009) showed the advantages of student-produced videos to practice using the TL. 24 sophomores volunteered to make teams of 4-5 members to work on their video projects regarding any topic they had learned. Data collection included observations of the students' work progress and an analysis of qualitative data. After finishing the video projects, the students had to answer some open-ended questions in questionnaires. According to the findings, video-making activities provided a feasible way to infuse constructivist pedagogical strategies into

language education. This method can be used for students of diverse languages at all levels. Video projects led to the active participation of group members. Learners had chances to develop learning situations instead of obtaining knowledge from formal classes. Students became self-regulated and could organize, plan, and monitor their learning process. Moreover, they coped with complicated tasks and problems, developing essential skills in society. Students enhanced linguistic competence and social skills by collaborating and interacting with others. Video projects were fun, not assignments or schoolwork, so combining technology with pedagogy made education motivating and unforgettable.

Aksel and Gürman-Kahraman (2014) examined the effectiveness of video project assignments on language learning. The participants were 100 students at the School of Foreign Languages, Uludağ University in Turkey. Their video project assignments were used to analyze their effects on the learning process. By using quantitative research, the participants filled in a questionnaire about their perceptions of video projects' effectiveness. The findings showed video projects had positive effects on language learning. Students liked the method, which helped them learn from their peers, practice using English outside the classroom, and make their learning creative.

Ting (2013) explored students' views of producing a video project for assignments. Participants were 35 learners at a university in Malaysia, asked to create short, teenage-themed video clips and submit a reflection journal entry to the blog – The English Learning Voyage. Based on qualitative results, students enjoyed video projects despite their lack of experience in creating videos. Video projects drew out learners' creativity in combining language with computer skills. This method boosted students' self-esteem, and they were readier to use English to express themselves. Video projects led language learning to real-life contexts.

Jung (2021) conducted a qualitative case study in Korea to discover eight post-secondary English as a Foreign Language (EFL) students' perceptions of the impacts of their collaborative experiences of creating video projects on their motivation to learn English thanks to semi-structured interviews, field notes, and students' products. Based on the finding, video project collaboration was positive and led to language learners' high motivational orientation. Furthermore, the researcher suggested that educators should focus on authentic learning activities helping students take ownership of learning by using technology like video projects.

Hoe et al. (2019) aimed to get a demonstration of students' development of competencies by producing video projects via the PBL framework. PBL made learners more competitive outside the classroom. They had to produce educational videos about topics they were learning. It took 63 learners 4 weeks to plan and create their video projects. A Likert-type questionnaire was used to explore learners' opinions about the PBL method in advancing their competencies. The finding showed that there was a good result regarding student competencies, giving the suitable structure to determine learners' levels of competencies. Student competencies, including collaboration, creation, communication, and critical thinking were developed.

Kulsiri (2018) discovered students' views of video projects in the General English Language Course at Srinakharinwirot University in Thailand. Participants were 107 first-year students asked to make short videos regarding content learned in class. The researcher used a perception questionnaire to collect data. Projects provided an opportunity for learners to learn English in a

meaningful way, encounter unforeseen circumstances, work together, and socialize outside the classroom. The finding indicated that projects gave a flexible and complicated learning environment enhancing vocabulary, language proficiency, the use of English in real contexts, life skills, and collaboration, but students' listening skills might not be improved.

Sari et al. (2020) explored how factors at a university influenced the YouTube video project and gave evidence showing students' self-improvement in EFL learning through the YouTube video project. EFL students in higher education took part in the study whose data was gathered via observation in the classroom, as well as students' written reflections after creating videos uploaded to YouTube. The findings showed that students improved their teamwork skills, technological ability, and creativity, and they were able to deal with stress. However, the projects did not develop students' English skills significantly.

Research gap

Despite innumerable studies suggesting ways to develop students' interpreting skills and motivate them to enhance their skills, some authors' applied methods contained demerits. With the use of shadowing, Nguyen et al. (2020) concluded students had small improvements in their interpreting ability. Furthermore, Dinh (2022) claimed TBLT is not a stiff framework that is only suitable for online courses. Papers regarding the PBL method and video projects showed students can develop language skills and make learning interesting. However, there are limited papers about PBL and collaborative video projects in interpretation courses. Hence, the researcher used the method in an interpretation course at VLU to find out students' perceptions and experiences of the method and how it affected their interpreting performance.

Methods

Design of the Study

A mix of quantitative and qualitative methods was used to collect data and answer the research questions. Using the two methods is considered a useful way to take advantage of each approach's strengths and offset its own weaknesses (Spratt et al., 2004). Thanks to the convenience of the internet, the researcher used online questionnaires and interviews to gather data. Before the participants filled in the questionnaires and answered interview questions, they were asked to give their personal information such as names and genders. Also, the researcher confirmed that their answers and personal information were confidential in carrying out the paper.

Pedagogical Setting & Participants

Participants stemmed from the "Practice for tourism interpretation" course at VLU, organized for seniors majoring in English for Tourism in the first semester of the academic year 2022-2023. The number of students attending this course was 40. The students practiced interpreting via collaborative tasks utilizing video projects graded as mid-term tests. After experiencing the method, the participants were requested to complete surveys, and 12 of them were invited to private interviews. Demographic information was described through descriptive statistics of Statistical Package for the Social Sciences 22 (SPSS 22), as seen in the tables below.

Table 1.

Participants of questionnaires (N = 40)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	14	35.0	35.0	35.0
	Female	26	65.0	65.0	100.0
	Total	40	100.0	100.0	

Table 2.

Participants of interviews (N = 12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	16.7	16.7	16.7
	Female	10	83.3	83.3	100.0
	Total	12	100.0	100.0	

Research tools

Online questionnaires (Quantitative data)

The questionnaire designed via Google Forms was sent to 40 students. They filled in the questionnaires with 4 sections. The first section had 2 questions about demographic information like names and genders. The second section had 10 questions using a five-point Likert Scale (SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree) to explore students' perceptions of video projects for interpretation practice. The third section consisted of 10 options allowing students to choose freely to discover what they improved through video projects. Like the third section, the fourth one applied multiple responses with 6 options to choose to find out the interpretation strategies students used during the process of doing projects.

Online interviews (Qualitative data)

There were 12 volunteers to join the interviews. It was difficult to meet them in person due to time and place limitations, so they were invited to meetings on Microsoft Teams. The interviews were recorded and lasted 5 to 10 minutes. Students could use Vietnamese if they had trouble expressing their opinions in English. Vietnamese answers were translated into English during the process of data analysis. All responses were considered and chosen carefully to show interview extracts presented with explanations. Here are the interview questions:

1. *Can you share a bit about your experience during the process of making video projects to practice interpreting?*
2. *Do you think making video projects is more effective for practicing interpreting compared with practicing interpreting in traditional classrooms? Why?*
3. *Do you think making video projects should be applied to interpreter training by lecturers? Why?*
4. *What are your suggestions regarding the use of video projects in the future?*

Data Collection Procedure

The lecturer utilized collaborative tasks (video projects for interpretation practice) and guided students in fulfilling projects by making videos within 10 to 20 minutes. They had to work in groups of four or five to practice interpreting about tourism topics in real contexts. In the

projects, students had to invite foreigners to join their interviews for interpretation practice. In the interview, one student (a tour guide) would use Vietnamese to interact with foreigners; another student (an interpreter) would listen to what the tour guide and the foreigners said and provided interpretation for all of them. Students were encouraged to use the interpretation techniques they had learned. After finishing projects, groups submitted them as mid-term tests to grade based on the rubric. Then, students were asked to fill in surveys regarding their perceptions of collaborative tasks using video projects, what they improved, and techniques they exploited to interpret. The researcher spent about three weeks to get enough answers. After that, the lecturer allowed the researcher to connect with 12 volunteers to join interviews via Microsoft Teams. The students were permitted to freely share their experiences, feelings, and views to answer interview questions related to their experiences and perspectives on video projects. The researcher spent one week gathering sufficient responses. After gathering adequate data for qualitative and quantitative approaches, the researcher started to interpret the data.

Results/Findings and discussion

Findings

Firstly, to answer the research question 1, the researcher used both qualitative and quantitative methods to explore students' experiences of video projects and development of interpreting skills.

Table 3.

Interpretation techniques students used in video projects (SPSS 22)

No.	Items	N	Percent	Percent of Cases
1	Word-by-word interpretation	23	18.3%	57.5%
2	Note-taking	25	19.8%	62.5%
3	Adding information	15	11.9%	37.5%
4	Paraphrasing	26	20.6%	65%
5	Explaining	23	18.3%	57.5%
6	Reformulation	14	11.1%	35%
Total		126	100%	315%

Video projects gave students opportunities to use interpretation techniques they had learned to practice interpreting in real-life situations. To convey foreigners' ideas correctly, students considered which technique could be the best to facilitate communication. Based on Table 3, most students used 4 techniques such as paraphrasing (65%), note-taking (62.5%), explaining (57.5%), and word-by-word interpretation (57.5%). Paraphrasing was the most used technique owing to making interpretation understandable without changing original meanings. Indeed, students used note-taking to follow foreigners' rapid speaking speed. Also, explaining was used by many students because of a few differences between Vietnamese and English.

Table 4.

Skills and abilities students improved through video projects (SPSS 22)

No.	Items	N	Percent	Percent of Cases
1	Vocabulary about specific fields (e.g. tourism, business, etc.)	29	12.7%	72.5%
2	Vocabulary usage	27	11.8%	67.5%
3	Complex grammar structures	15	6.6%	37.5%
4	The ways to interpret from Vietnamese to English	25	10.9%	62.5%
5	The ways to interpret from English to Vietnamese	26	11.4%	65%
6	Fluency in interpretation	27	11.8%	67.5%
7	Accuracy in interpreting	12	5.2%	30%
8	Idea development	20	8.7%	50%
9	Memory	22	9.6%	55%
10	Language skills (Speaking/Listening)	26	11.4%	65%
Total		229	100%	572.5%

Table 4 showed that students improved numerous skills and abilities thanks to video projects. Regarding the linguistic aspect, 65% of students' listening and speaking skills tend to be better as a result of their interaction with foreigners. In addition, 72.5% of students claimed that video projects provided a real-world environment to increase vocabulary size. Communicating with foreigners encouraged students to use as many words as possible in interviewing and interpreting, supported by 67.5% of students. Furthermore, students' interpreting abilities became better. Specifically, 62.5% of students' ability to interpret from Vietnamese to English and 65% of their ability to interpret from English to Vietnamese were developed. More importantly, 67.5% of students agreed that their interpretation became more fluent because their times to practice were more than ones in class.

This was the first time students had experienced joining hands to make a video project for interpretation practice. Thanks to the new experience, students were able to deal with real-world situations instead of practicing via audio or recordings in class. According to 12 interviewees' answers, 5 interviewees (41.7%) believed that they had good experiences with video projects, on the other hand, 2 interviewees (16.7%) admitted that their experiences were bad. Surprisingly, 5 interviewees (41.7%) described their experiences as both positive and negative experiences. Most of the students found that their experiences were memorable and brought them excitement and satisfaction during the process of the projects.

Face-to-face communication with foreigners

Students lack a real-world environment to practice their interpreting as well as English skills, so video projects provided students with many opportunities to interact with foreigners. More importantly, communication with foreigners plays an important role in developing students' English skills.

"I could meet native speakers to practice interpreting." (Student 1, interview extract)

"The project helped me interact with many people." (Student 2, interview extract)

"I experienced new things and talked with many foreigners." (Student 3, interview extract)

"I had more chances to make conversations with foreigners." (Student 4, interview extract)

"I could communicate with many people." (Student 5, interview extract)

"We could communicate with native speakers directly." (Student 6, interview extract)

"We went out to meet and talk with native speakers. After having finished the project, I found the native speakers' ways of speaking." (Student 7, interview extract)

“I felt happy to interact with many native speakers.” (Student 10, interview extract)

“I could meet and communicate with many foreigners.” (Student 12, interview extract)

Cultural exchange

Another thing that students rarely experience at university is cultural exchange. It is undeniable that students majoring in English for tourism must obtain the necessary intercultural knowledge for their future tourism-related employment. Thanks to interaction with foreigners, students have more chances to learn new things about the cultures of many countries.

“I met Australian people, introduced the tourism and culture of Vietnam, and exchanged cultures with them. I learned many new things from them.” (Student 3, interview extract)

“I felt happy to learn new and strange things about cultures from other countries like the USA, the UK, Australia, etc.” (Student 10, interview extract)

Making friends with foreigners

One of the most amusing things students never have in class is making friends with foreigners. This experience gave them unforgettable memories during the process of the project.

“I could have some new international friends.” (Student 7, interview extract)

Foreigners' support

A perfect project cannot be without foreign assistance. Some students received enthusiastic support despite their low proficiency in spoken English. Thanks to the experience, they could improve their interpreting skills as well as their language skills.

“I met Australian men who have lived in Vietnam for about 8 years. I felt happy because they were enthusiastic and helpful, making our video project high-quality. Thanks to them, we could practice interpreting effectively.” (Student 1, interview extract)

“I told that I rarely talked to foreigners. They understood my problem, so they tried to speak more slowly with simpler words.” (Student 7, interview extract)

“Some foreigners were nice and ready to help us.” (Student 8, interview extract)

Challenges faced during the video production

Although video projects provided numerous wonderful experiences for students, students had to be patient when facing unexpected situations during the project's process. Furthermore, there were many challenges in terms of the work process and foreigners.

A time-consuming and exhausting process

Making video projects brought numerous benefits to learners, but they had to spend a lot of time and effort in terms of technical aspects during the project's development.

“It took us a lot of time and effort to make our project. We spent 3 days planning and editing our video.” (Student 7, interview extract)

“It took us lots of time to make our video twice or even 5 times to choose the best one. Until the end, I was satisfied with our video project.” (Student 9, interview extract)

Lack of technology skills

To make a professional video project, students must be able to edit videos. However, some students in the research failed to produce a good video project due to poor technology skills,

which might affect the quality of their videos. One of the 12 interviewees did not think that the experience of video projects made her interested because of group members' poor technology skills, making her group's project low-quality.

"I don't think so because I think many students like me are not good at making videos although video projects are inviting." (Student 9, interview extract)

Teamwork challenges

Teamwork always has problems affecting the quality of a group's product. It depends on members' attitudes and contributions. During the project process, students had difficulties collaborating with irresponsible members. Furthermore, it was tough to unify various opinions, leading to disagreement among members.

"We planned everything to do when going out to practice, but everything didn't go smoothly because each member had a different view." (Student 2, interview extract)

"My leader divided work for each member unfairly. Some members spoke a lot, but others spoke little. Our project was not good because the leader was irresponsible, didn't get on well with others, and made an unfair contribution." (Student 3, interview extract)

Difficulty looking for foreigners

Persuading foreigners to join students' video projects might be considered the most difficult for many reasons regarding foreigners' individual problems. Students made a lot of effort to change to a suitable place to look for foreigners.

"We invited 10 to 15 people but just 2 people agreed to join our interview. The foreigners were uncomfortable and said that they were busy. We decided to change to another destination, people there were more comfortable." (Student 11, interview extract)

"It was hard to choose and invite foreigners to join the project because they were busy. Our project is not as good as other groups' ones because we made our project in a hurry and didn't find any suitable foreigners." (Student 12, interview extract)

Foreigners' camera shyness

Being filmed might make foreigners uncomfortable, which was a challenge to complete students' projects.

"Most foreigners agreed to join the project, but someone disagreed because they were camera-shy." (Student 2, interview extract)

Foreigners' fear of being cheated

Foreigners might feel unsafe to join strangers' interviews. Most foreigners felt scared of being cheated because there was a group of people trying to approach them. Consequently, students wasted much time building trust and persuading foreigners to join their projects.

"*Foreigners were afraid of being cheated.*" (Student 2, interview extract)

"We had to persuade foreigners to join our project because they didn't trust us and felt afraid of being cheated." (Student 5, interview extract)

"We went around to look for foreigners to practice interpreting. Some foreigners were afraid of being cheated and disagreed to join our project." (Student 6, interview extract)

"Some foreigners disagreed to join the project due to being afraid of being cheated." (Student 7,

interview extract)

Foreigners' fast speaking speed

Foreigners' speaking speed was a challenge for students to follow and interpret what they said correctly. This challenge would improve students' listening ability and interpretation if students had more chances to make another video project.

"Foreigners spoke so fast and used some new words, so we couldn't follow and fully understand them. Also, we couldn't look up new words in the dictionary like when studying in class."
(Student 5, interview extract)

Foreigners' difficult accents

Interpretation practice via audio or recordings in class has yet to give students challenges regarding various accents. Students faced incomprehensible accents in the projects. They did not have the right to choose people whose accents are easy to practice. Interpreters need to have experience with diverse accents in order to interpret professionally. Hard accents could not make students understand what foreigners said completely, but this helped them step out of their comfort zone, overcome their language anxiety, and challenge themselves.

"There were some foreigners whose accents (like Indian English accent) were hard to understand." (Student 4, interview extract)

"I met African people whose accent was hard to understand, so I had to use Google Translate. I understood 40% of what they said because they spoke English in a way that is different from what I often listen to through English audio." (Student 7, interview extract)

Foreigners' bad attitudes

Students also faced another terrible experience. They were insulted by some foreigners having offensive attitudes, which was a bad impression of their project.

"We met a group of people who asked us not to talk to them when we intended to talk to them. After trying to talk to them for a few minutes, they swore at us as well as used rude words."
(Student 8, interview extract)

Regarding video projects' effectiveness on students' interpreting performance, most students (83.3%) acknowledged that the method was extremely effective because it provided innumerable interesting and valuable things.

Opportunities to practice in real situations

Most students agreed that traditional interpretation courses only bring dull practices with audio or recordings. Making video projects gave students a large number of new and interesting real-world experiences. Also, they could meet people from other countries, practice interpreting, and introduce the tourism and culture of Vietnam.

"Yes. Listening to audio or recordings to practice interpreting in class is so boring. Going out to practice with foreigners is interesting and effective." (Student 1, interview extract)

"This method gave me newer, more interesting, better experiences compared with studying in classrooms just including traditional learning methods" (Student 2, interview extract)

“I had new and interesting experiences, practiced interpreting more naturally and practically. Traditional education makes me uncomfortable.” (Student 3, interview extract)

“Yes, I think it’s more interesting and effective to interpret in real situations outside the classroom instead of just doing a task at university.” (Student 4, interview extract)

“Doing projects is more interesting than studying in class.” (Student 5, interview extract)

“Yes. There are more practical and unforeseen circumstances outside the classroom compared with situations to practice in class.” (Student 6, interview extract)

“Yes, it’s really interesting. I felt happy to practice interpreting in real and practical situations instead of studying theories in class.” (Student 7, interview extract)

“Yes. Making video projects is more interesting than studying theories in class because of bringing me many real experiences.” (Student 8, interview extract)

“Yes. It’s interesting because I can go out to communicate with many people instead of studying in class.” (Student 10, interview extract)

“Yes. The video project gave me practical experiences.” (Student 12, interview extract)

The development of students’ English reflex and communication skills

A good interpreter should excel in speaking and listening skills; however, interpreter training at university has limitations regarding the enhancement of English reflexes and fluency in interpretation. The video projects encouraged students to interact with various English users. Collaborating with foreigners forced students to use English as much as possible, assisting them in improving their reflexes as well as communication skills.

“In class, lecturers and students often use Vietnamese instead of English to communicate with each other. However, making the project forced me to use English. The project improved my English reflex and communication skills.” (Student 2, interview extract)

“Yes. Making the video project gave me an environment to develop my English reflex and communication skills.” (Student 5, interview extract)

“Yes. I can feel the voices and sounds of native speakers, imitate them, and understand their rhythm. I got self-efficacy and better memory.” (Student 7, interview extract)

“In class, students just practice interpreting via videos or audio. They can prepare the content, so their reflexes aren’t good. On the contrary, I can communicate with foreigners, enhancing my English reflex and communication skills.” (Student 8, interview extract)

“Yes. Video videos are practical because I can go out to meet and talk to many people from different countries, helping me improve my English reflex.” (Student 10, interview extract)

Building confidence

Confidence plays a vital role in interpreting performances. Most Vietnamese students are afraid of their speaking performance in front of others, especially foreigners because they lack a speaking environment. Thanks to video project collaboration, students can overcome difficulties such as shyness and lack of confidence in public.

“Thanks to video projects, students won’t rely on a dictionary any longer, boosting their confidence without support when practicing interpreting. Some shy members became more confident about communicating with foreigners.” (Student 5, interview extract)

“I had many experiences and was more confident in public.” (Student 7, interview extract)

“Some members who had never talked to foreigners before were shy. Therefore, in our video, some members had good performances but some didn’t. Through the project, shy members became more confident.” (Student 7, interview extract)

“I was shy and afraid to talk to foreigners, but I was more confident after the project.” (Student 12, interview extract)

Furthermore, despite the benefits of video projects supported by most participants, only 2 participants (16.7%) thought video projects are not effective due to some reasons.

Preparation of content for the video project

During the process of video projects, students could prepare content and what they would say when interviewing foreigners, making their practice easy and safe. The preparation unintentionally caused ineffective and unnatural interpretation practices. It would be better if students avoided overusing the prepared content and expressed their ideas without support.

“Students can prepare transcripts or questions to use during the project process. Practicing interpreting will be more effective if students don’t prepare and use transcripts in their video project.” (Student 11, interview extract)

The fondness for working individually

Doing a project requires people’s collaboration, but some students prefer working alone to in a group due to loving to express themselves. It depends on each student’s working style.

“I don’t think so. I like standing in front of lots of people in a class to express myself. And I like working individually.” (Student 9, interview extract)

Secondly, to reply to the research question 2: “What are English-majored students’ perceptions of collaborative tasks with the use of video projects in interpreter training?”, the researcher utilized mixed methods to discover students’ perceptions of video projects. The researcher used SPSS 22 to make the data reliable with exact numbers and percentages (%). To check the reliability of the data regarding the five-point Likert Scale instrument utilized to find out students’ perceptions of video projects for interpreter training, the researcher exploited Cronbach's Alpha and Exploratory Factor Analysis (EFA), including KMO and Bartlett's Test on the data. Table 5 demonstrated that the score of Cronbach's Alpha is .983 ($0.6 < \text{Cronbach's Alpha} < 1$). In Table 6, the KMO value is .902 (> 0.5), and Bartlett's test’s significant level is .000. The reliability statistics shown in the tables were reliable and ideal for the research.

Table 5.

Cronbach’s Alpha (N = 40)

Cronbach's Alpha	N of Items
.983	10

Table 6.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.902
Bartlett's Test of Sphericity	Approx. Chi-Square	632.601
	df	45
	Sig.	.000

Table 7.

Students' perceptions of collaborative tasks with the use of video projects (SPSS 22)

	Items	N	SD	D	N	A	SA	Mean	SD
1	I enjoy making video projects to practice interpreting.	40	3 (7.5%)	2 (5%)	6 (15%)	13 (32.5%)	16 (40%)	3.92	1.206
2	Making video projects was motivating and interesting to practice interpreting.	40	3 (7.5%)	2 (5%)	5 (12.5%)	14 (35%)	16 (40%)	3.95	1.197
3	Making the video project made me focus on enhancing the quality of interpretation.	40	3 (7.5%)	3 (7.5%)	4 (10%)	13 (32.5%)	17 (42.5%)	3.950	1.239 3
4	Making the video project helped me practice interpreting in unfamiliar topics.	40	2 (5%)	2 (5%)	5 (12.5%)	18 (45%)	13 (32.5%)	3.950	1.061 0
5	Making the video project helped develop my teamwork skills.	40	2 (5%)	2 (5%)	4 (10%)	15 (37.5%)	17 (42.5%)	4.075	1.095 2
6	Making the video project boosted my confidence in interpreting because I collaborate with my friends/peers.	40	4 (10%)	0 (0%)	6 (15%)	16 (40%)	14 (35%)	3.900	1.194 0
7	Making the video project helped me deal with stress.	40	2 (5%)	1 (2.5%)	10 (25%)	17 (42.5%)	10 (25%)	3.800	1.017 8
8	Making the video project helped me learn a lot from other members.	40	2 (5%)	3 (7.5%)	4 (10%)	20 (50%)	11 (27.5%)	3.875	1.066 7
9	Making the video project helped me improve my flexibility in interpreting.	40	3 (7.5%)	2 (5%)	3 (7.5%)	17 (42.5%)	15 (37.5%)	3.975	1.165 5
10	Making the video project helped me interpret more naturally and professionally.	40	2 (5%)	2 (5%)	8 (20%)	13 (32.5%)	15 (37.5%)	3.925	1.118 3

Table 7 shows descriptive statistics of students' perceptions of video projects to practice interpretation. In item 1, most students (72.5%) were keen on using video projects for interpretation practice ($M = 3.925$). 75% of the students in item 2 believed that video projects boosted their motivation ($M = 3.950$). Students tried to make their projects perfect and improve their interpreting performance, which 75% of students agreed with in item 3 ($M = 3.950$). Item 4 indicated that most students (77.5%) overcame the fear of strange topics because they had

many opportunities to practice interpreting about a range of topics happening by accident when making the projects. 80% of students in item 5 developed their teamwork skills in addition to interpreting skills during the process of collaboration; the projects encouraged team spirit to achieve the same goal ($M = 4.075$). Item 6 demonstrated that working in a group to practice interpretation assisted students in overcoming the fear of interpreting individually in public, so they could feel safer, more comfortable, and more confident, supported by 75% of students ($M = 3.900$). Additionally, item 7 supported the idea of item 6 concerning the benefit of video project collaboration; 67.5% of students felt that teamwork gave them the ability to work under pressure ($M = 3.800$). In item 8 ($M = 3.875$), another advantage of teamwork was that students (77.5%) could learn many things from other members that were impossible to achieve by themselves; low-level students might receive support from higher-level ones. Based on item 9 ($M = 3.975$), 80% of students reported that their interpretation was more flexible as they were able to adapt to diverse contexts and situations. Above all, 70% of students' interpreting skills in item 10 could be better; their interpreting performance became more natural and professional thanks to the real-world interpreting environment supplied by video projects ($M = 3.925$). Surprisingly, all participants enjoyed using video projects for interpretation practice. Despite difficulties or negative experiences in the process of making video projects, students hoped this method would replace traditional training methods at university for many reasons.

Reflecting on students' ability and performance

Assessing students' interpreting skills happens in classrooms where students listen to audio or recordings to interpret. Student 1 thought that assessing interpreting skills directly in class may make learners worried, affecting their interpreting performance. If students' interpreting skills are assessed by video projects, they can perform in the best way without stress.

"Projects reflect students' ability and performance exactly." (Student 1, interview extract)

Convenient assessment

If video projects are applied to interpreter training, assessing students' interpreting skills can be more convenient. This is because videos can be rewatched many times to assess when lecturers are free, helping them assess students' performance without direct assessment in class.

"Grading will be easier for lecturers." (Student 12, interview extract)

Real-world experiences outside the classroom

Most students preferred practicing through video projects to traditional training methods because classrooms lack practical situations for students to experience. Interpreters must facilitate communication between Vietnamese and English users. Therefore, video projects provided "free foreigners" for students to practice interpretation.

"Yes. Students can experience practical situations, learn interesting things, and exchange cultures. Traditional education is only based on theories." (Student 3, interview extract)

"Video projects are more practical and better than exams." (Student 4, interview extract)

"Video projects provide many practical situations." (Student 6, interview extract)

"Video projects should be applied to interpreter training because students surely get lots of wonderful experiences and feel happy." (Student 7, interview extract)

"Classrooms give students theories with limited practical experiences. Projects help students

access a real environment to practice interpreting.” (Student 8, interview extract)

“Students can have many experiences outside the classroom, practice interpreting more effectively, meet and communicate with foreigners.” (Student 10, interview extract)

“Students can meet and communicate with foreigners”. (Student 12, interview extract)

A non-stressful environment

It was believed that students did not feel stressed when doing their projects although they were considered mid-term tests. Students became comfortable with the new type of interpreter training because they did not have time stress.

“You will be more confident and comfortable making a video project and have more time to prepare it than taking a test at university. When taking an exam, you may not concentrate on it, depending on your status and feeling.” (Student 4, interview extract)

“Students will feel more comfortable and excited to practice interpreting. Students will not be stressed.” (Student 12, interview extract)

The development of tourism knowledge

In addition to the advantages of video projects for students’ interpreting performance, they could work like tour guides to help foreign tourists. If students pursued a travel interpreter job, practicing tourism interpretation through video projects at university would be ideal.

“I met a family in Singapore that first came to Vietnam. Our group provided them with information about where to go, where to eat, what to buy, Vietnamese souvenirs, etc. The project helped me understand more about tourism.” (Student 7, interview extract)

Students shared suggestions about using video projects in the future and hoped their recommendations would be considered. Video projects were expected to be exploited in the syllabus and even final exams to improve their grades, meaning that students loved to make at least two video projects (mid-term and final exams). Most students wanted to get rid of old learning methods such as practice via recordings or audio because of their tedium; on the contrary, student 5 thought that lectures had better combine old methods with student-produced video projects on the condition that the degree of difficulty in the process of video projects is raised. Moreover, student 5 recommended that video projects should be used for other majors.

“I think the method should be used in the syllabus of the faculty as well as mid-term and final exams because of helping students get high grades.” (Student 1, interview extract)

“Video projects should be used in final exams.” (Student 2, interview extract)

“Video projects should be used in all interpretation practice activities and exams instead of boring and impractical audio or recordings.” (Student 3, interview extract)

“Lecturers should use 2 methods: practice in class and video projects. Video projects should be utilized in final exams if lecturers increase the degree of difficulty in the process of making video projects, developing students’ abilities. Video projects should be used in other majors.” (Student 5, interview extract)

“Video projects should be utilized in final exams because students can prepare for their project without stress.” (Student 6, interview extract)

“Students should make 2 projects in this course next year.” (Student 7, interview extract)

Discussion

Research question 1: What are English-majored students' experiences of collaborative tasks with the use of video projects in interpreter training?

Regarding linguistic aspects, students' speaking and listening skills improved through video projects, agreed by Aksel and Gürman-Kahraman (2014). Nevertheless, this result contradicted Sari et al. (2020) and Kulsiri (2018), asserting that students did not gain any improvement in language skills. The result showed that students had many opportunities to practice English outside classrooms, supported by Ting (2013) as well as Aksel and Gürman-Kahraman (2014). Aksel and Gürman-Kahraman (2014) concluded that making video projects did not bring learners a lot of challenges, which was different from the current result. On the other hand, some students faced challenges regarding technology skills compared to the results of Sari et al. (2020) and Ting (2013). Nikitina (2009) aligned with the present findings as for learners' experiences of collaborative video projects because they supplied a practicable way to infuse pedagogical strategies into language education. Also, the projects led to the active participation of group members to tackle sophisticated tasks and problems.

Research question 2: What are English-majored students' perceptions of collaborative tasks with the use of video projects in interpreter training?

When it comes to students' perceptions of video projects, the research findings were similar to the ones of Kulsiri (2018) and Sari et al. (2020) regarding the development of teamwork skills. Kulsiri (2018) and Nikitina (2009) agreed that the projects gave students an opportunity to learn English in a meaningful way, face unforeseen circumstances, work together, and socialize outside classrooms in a flexible and complex learning environment enhancing vocabulary, language proficiency, the use of English in real contexts, life skills, and collaboration. Aksel and Gürman-Kahraman (2014) also supported the results since their students enjoyed doing the projects that used English outside the classroom, making their learning more creative. Moreover, Aksel and Gürman-Kahraman (2014) supported the finding of the present research regarding the good effects of video projects on students' grades as well as their fondness for the new method. Video projects were motivating and interesting to learners, which matched Jung's results (2021). Aksel and Gürman-Kahraman (2014) also agreed that students had many opportunities to work and learn with their classmates. The present finding was consistent with Ting (2013), indicating that students still had positive attitudes towards video projects notwithstanding their lack of experience and technology skills. Ting (2013) demonstrated that video projects improved students' creativity and self-esteem and led English learning to real-life contexts. This was also supported by Sari et al. (2020), confirming that students could achieve self-improvement in EFL learning by means of video projects. Nonetheless, Sari et al. (2020) dissented from Ting (2013) when it comes to learners' technological ability. Furthermore, Sari et al. (2020) agreed with the present finding regarding enhancing stress management and teamwork skills; however, they disagreed that video projects did not significantly develop students' English skills.

Conclusion

With quantitative and qualitative methods, the researcher succeeded in exploring English-major students' experiences and perceptions of video projects as well as their improvement of interpreting skills. Concerning students' experiences, most of them had opportunities to have (1) face-to-face communication with foreigners and (2) cultural exchange. However, they also faced some difficulties while doing projects: (1) a time-consuming and exhausting process, (2) lack of technology skills, (3) teamwork challenges, (4) difficulty looking for foreigners, (5) foreigners' camera shyness, (6) foreigners' fear of being cheated, (7) foreigners' fast speaking speed, (8) foreigners' difficult accents, and (9) foreigners' bad attitudes. In addition, they could utilize some interpreting techniques they learned such as paraphrasing (65%), note-taking (62.5%), and explaining (57.5%) in their interpreting performance in the projects. Students improved a few interpretation aspects: (1) vocabulary about specific fields (e.g. tourism) (72.5%), (2) vocabulary usage (67.5%), (3) the ways to interpret from Vietnamese to English (62.5%), (4) the ways to interpret from English to Vietnamese (65%), (5) fluency in interpretation (67.5%), and (6) speaking and listening skills (65%) through video projects. To prove the effectiveness of video projects, students provided some reasons: (1) opportunities to practice in real situations, (2) the development of students' English reflex and communication skills, and (3) building confidence.

Regarding perceptions of video projects, most students loved making video projects to practice interpretation ($M = 3.925$) because they were motivating and interesting ($M = 3.950$). Video projects made students pay more attention to the quality of interpretation ($M = 3.950$). Additionally, students had more chances to practice interpreting with unfamiliar topics ($M = 3.950$). Students also enhanced other skills and abilities, namely teamwork skills ($M = 4.075$) and confidence ($M = 3.900$). Regarding teamwork, students might cope with stress ($M = 3.800$) and learn a lot from other members ($M = 3.875$). Remarkably, students' interpreting abilities could become more flexible ($M = 3.975$), natural and professional ($M = 3.925$). When it comes to students' opinions about the use of video projects for interpreter training, all students suggested that the new method ought to be applied owing to several reasons: (1) reflecting on students' ability and performance, (2) convenient assessment, (3) real-world experiences outside the classroom, (4) a non-stressful environment, and (5) the development of tourism knowledge. Moreover, students proposed utilizing video projects for interpretation practice in the syllabus, as well as mid-term and final exams instead of recordings or audio to raise their grades and suggested using video projects for other majors. In conclusion, it was recommended that video projects be utilized, and an innovative method for interpreter training should be considered.

Limitations

There existed a few limitations in the research. The study had limited participants because it only focused on one course. The use of quantitative and qualitative methods for the study was not objective because the data depended mainly on students' perspectives.

Suggestions

Future researchers had better conduct related studies in more interpretation classes. Besides, further studies should be conducted in other fields, such as business interpretation. Researchers

can use other research methods, such as control or experimental groups, observations, pre-tests and pro-tests, and so on, to clarify students' improvement through each learning method.

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Biodata

Pham Manh Tri received his bachelor's degree in English Language from Van Lang University and is currently pursuing a master's degree at the same institution. He works as an English teacher for children, teenagers, and adults and a Vietnamese teacher for English speakers. He has presented his research papers at numerous international conferences and published several articles in international peer-reviewed journals. Additionally, he serves as a peer reviewer for an international journal. His research interests include online education, language skills, TESOL, and technology integration in language education.

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Appendix

The rubric to assess video projects

Grading criteria	Good (9-10)	Satisfactory (7-8)	Average (5-6)	Poor (0-4)
Vocabulary	Use words and phrases correctly to express ideas when translating English to Vietnamese and Vietnamese to English. Have various words, use words flexibly, and express the correct nuance of words, even in unfamiliar topics.	Use words and phrases moderately well. Have various words and use words moderately flexibly to interpret correctly in familiar and unfamiliar topics.	Use words moderately well and adequately to express ideas without causing misunderstandings. Have sufficient words to interpret familiar topics correctly.	Use words incorrectly or make listeners difficult to understand. Have limited English and Vietnamese words.
Grammar	Use grammar structures correctly and flexibly, mostly without mistakes.	Use complex grammar structures correctly and moderately flexibly to interpret with few mistakes and without making misunderstandings.	Use basic grammar structures and try to use complex sentences with mistakes, not affecting the understanding of sentences.	Use wrong basic grammar structures. Have errors in interpretation. Choose wrong grammar structures to interpret.
Meaning	Express the correct meaning and nuance of the sentence to interpret. Interpreted sentences are natural, easy to understand, and suitable to listeners' cultures.	Express moderately good and sufficient ideas of the speakers with minor mistakes, not making misunderstandings.	Express correct but insufficient ideas of the speakers with some mistakes about meanings, not affecting the understanding of meanings.	Express wrong or completely wrong meanings of the sentences to interpret.
Fluency	Interpret very clearly with a natural tongue, flexibly, and professionally.	Interpret clearly with a bit of hesitancy, not affecting the understanding of meanings.	Interpret quite clearly, with a lot of hesitation in finding suitable words and grammar structures, and without affecting the understanding of meanings.	Interpret with too much hesitancy, making listeners annoyed and difficult to understand.